STATE SCHOOL REFORM/REDESIGN OFFICE
Michigan Department of Technology, Management and Budget

Potter Elementary
Annual Reform Plan for Flint Community Schools
SY 2016 -2017

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Directions: Schools identified in the bottom 5% of public schools in the State of Michigan are required to submit a redesign plan to the State School Reform Officer. MCL 380.1280c (2) requires the plan to be submitted within 90 days after being placed under the supervision of the State School Reform/Redesign Officer. The redesign plan will include the following sections. If an addendum is necessary for the implementation of the selected intervention model, attach a completed executed addendum for each applicable collective bargaining agreement. To exit Priority School status, schools must meet the following exit criteria.

1. Top to Bottom Requirement (TTB): The school must have a TTB percentile rank of 5 or higher.
2. Annual Measureable Objective (AMOs): The school must have met its AMOs for both math and reading in the all students subgroup.
3. Assessment Participation Requirement: The school must have at least 95% participation rate on all required state assessments.

Please complete this plan and submit to the State School Reform Redesign Office (SRO) at DTMB-SROPLANS@michigan.gov by **September 30, 2016.** If you have questions, please contact Jill Baynes, Department Manager, at (517) 335-2741 or baynesj@michigan.gov.

Section 1: Indicate which of the four federal turnaround models the district has chosen to implement: Models can be found on the U.S. Department of Education website.

☒Transformation   ☐Turnaround
☐Restart   ☐Closure

Section 2: The district agrees to submit data to the State School Reform Office at regular intervals as per 1280c(5).

Intervention Model: Transformation Model

Requirements:
#1 Replace the principal and increase leadership capacity at the school

1A. PRINCIPAL REPLACEMENT
The current principal meets all five turnaround competencies

The Superintendent has decided to retain Mrs. Gretchen Shafer in service as Principal of Potter Elementary. Mrs. Shafer is focused on increasing the leadership capacity at the school, and meets all five of the turnaround competencies as follows:

Since August when Potter was identified as a Priority School, Mrs. Shafer has already demonstrated her ability to **identify and focus on early wins** as she prioritized the following efforts with allocated resources, training, and implementation to have positive impact and **big payoff**:
- Positive Behavior Intervention system team was developed to review, revise and plan for the implementation of a building wide PBIS system. The team receives training to systematically implement PBIS so that staff are proactive about behavior that may impact teaching and learning.
- Additionally, resources are allocated to provide research based interventions that will reach those students who are performing below grade level.
- Early identification of priority students and implementing interventions such as; ACRI, LLI, Khan academy, Moby Max and Science Gizmos with fidelity provides students the intensive support that leads to big payoffs.

In order to **break organizational norms** and disrupt the status quo, Mrs. Shafer facilitated the reorganization of MTSS at Potter in a way that includes a Tier II behavior intervention system. This allows students that have in the past had behavior problems to learn to manage emotions using learned coping strategies. As an intervention team, staff continuously progress monitor students receiving intervention services using multiple sources so that instruction can be adjusted, changed or strategies eliminated if found ineffective.

Mrs. Shafer monitors the use of Instructional Learning Cycles (ILC) as teachers use student pre-test data to plan instruction around a standard, implement instructional and intervention strategies, and use formative assessment to provide feedback regarding student achievement. Through **quick action in a short cycle** students and teachers receive immediate feedback to monitor learning and can quickly adjust instructional strategies and monitor for learning. Using biweekly progress monitoring intervention teachers can quickly determine if an intervention for a student is working or analyze why the student is not progressing and make the necessary changes and adjustments to the intervention groupings.

At Potter, several forms of **data are collected and analyzed** to ensure the continuous academic progress of students. Student data is collected through data dialogues (Lipton and Wellman) that are held immediately following testing cycles to analyze data and determine intervention needs. During Professional Learning Communities teachers analyze strengths and weaknesses and plan for their instruction. Intervention needs are also identified so that those students performing significantly below grade level can be placed in an intervention group that will help to meet their needs for catch up growth. During ILCs formative assessment data is collected to determine if standards are being mastered and the instructional adjustments can be made. Professional Learning Communities

collaboratively look at student work as a standard agenda item. Instructional data is collected based on school improvement goals and district initiatives. Walkthrough data, observation data and lesson plans help to identify building trends, needs and areas of focus.

To **galvanize staff around big ideas** Data Dialogues were held with staff regarding multiple sources of data including; academic, attendance and behavior. This allowed staff to collaboratively determine building trends, needs and plan of action. Based upon the analyses of this data in a shared-decision making forum, the staff developed a theory of action so that roles and responsibilities for action plan implementation were clearly defined. Mrs. Shafer has support via an Administrative Coach to monitor the implementation of the reform/redesign plan, and has developed, shared and begun implementation of a monitoring and feedback cycle to support continuous improvement.

1B. BUILD LEADERSHIP CAPACITY

How will the district increase leadership capacity (principal and key school leaders)?
Addresses at least one of the big ideas around which the plan is developed
Designates district personnel who will provide support, how support will be provided, through what structures etc…?

Potter's Principal will be provided with the following professional resources for building leadership capacity:
- Principal Coach from MSU K-12 Outreach
- Principal Coach from Learning Sciences International (focused on instructional program to increase student achievement)
- District provided monthly professional learning and collaboration facilitated by the Executive Director of Academics and Superintendent
- Teacher Coach from Learning Sciences International (focused on instructional program to increase student achievement)
- Professional Learning support from District Instructional Specialists (via PLCs and workshops)
- Priority School Facilitator
- Instructional Leadership Team will participate in the MSU Fellowship of Instructional Leaders

#2 USE RIGOROUS, TRANSPARENT, AND EQUITABLE EVALUATION SYSTEMS FOR TEACHERS AND PRINCIPALS

2A: EDUCATOR EVALUATION
The district has an educator evaluation process that includes student growth as a significant factor (at least 40% of teachers' evaluations needs to be based on student growth and uses a tool that was designated or adopted collaboratively.

Flint Community Schools' Administrators' evaluation system model was collaboratively developed with the Flint Congress of Administrators which leads to improved performance, increased student academic progress and continuous school improvement. The administrator evaluation system includes the following components and weighting:

The **teaching performance component accounts for 60 percent of a teacher's final evaluation** rating and is determined by the performance on **the *Framework for Teaching* rubric developed by Charlotte Danielson**. The Flint Teacher Evaluation Model is comprised of multiple measures. Observations are just one part of the evaluation. Teachers are also encouraged to complete a Professional Learning Plan and collect data and artifacts to provide evidence of their effectiveness for each of the elements of the evaluation system.

The student academic growth component accounts for 25 percent of the teacher's final evaluation rating. **(In alignment with current legislative expectations.)** At the end of each school year, the teacher and the direct supervisor will meet to review the aggregate student growth data. Using the rubric below, the direct supervisor will assign the teacher a rating reflecting their contributions to aggregate student growth.

Flint Community Schools Student Growth Rubric:

Highly Effective 3	Contributions to Student Growth Exceeding Expectations	Evidence across all aggregate student growth measures indicates high levels of aggregate student growth, and staff is able to articulate specific actions taken in order to support aggregate student growth. This category is reserved for the staff member who has surpassed expectations and/or demonstrated an outstanding
Effective 2	Contributions to Student Growth Meeting Expectations	Evidence across all student growth measures indicates expected levels of student growth, and staff member is able to articulate specific actions taken in order to support student growth, OR evidence indicates some student growth, and the staff member can demonstrate he/she took all practical, reasonable and expected steps to foster student growth. This category applies to the educator who has achieved student growth expectations and/or
Minimally Effective 1	Contributions to Student Growth Approaching Expectations	Evidence across all student growth measures indicates partial/some student growth, and staff member is able to articulate some specific actions taken to support student growth and factors inhibiting student growth. If an objective was not met, evidence indicates that it was nearly met, and/or staff member can demonstrate that he/she took steps to foster student growth. This category applies to the educator whose students have demonstrated partial growth and who has demonstrated an impact on student learning but has not met some expectations.
Less Than Effective 0	Minimal or No Contribution to Student Growth	Evidence across all student growth measures indicates minimal or no student growth. Staff member is neither able to articulate specific actions taken to support student growth nor the factors inhibiting student growth. This category applies to the staff member who has not met the expectations described in his/her student growth measures and has not demonstrated a sufficient impact on student learning. This category also applies when evidence of objectives is missing, incomplete, or unreliable or when the

The final 15% consists of attendance and disciplinary records.

Also included in the Flint Community Schools Evaluation Model are processes for collaboratively developing professional learning plans and requesting assistance and supports**.**
Each teacher receives a rating at the end of the school year in one of four performance levels:
Highly Effective - A highly effective teacher consistently exceeds expectations.
Effective - An effective teacher consistently meets expectations.
Minimally Effective - A teacher who is rated as minimally effective requires a change in performance before

he/she meets expectations.
Ineffective - An ineffective teacher consistently fails to meet expectations.

The evaluation process follows a timeline similar to the one below:
SAMPLE

FCS Education Evaluation Process Timeline	
Task	**Deadline**
1st Informal Observation	October 1, 2015
Professional Learning Plan	October 31, 2015
1st Formal Observation	November 25, 2015
2nd Formal Observation for Teachers trending towards Minimally Effective and Ineffective	January 29, 2016
2nd Informal Observation	January 29, 2016
2nd Formal Observation for Teachers trending towards Highly Effective and Effective Teachers and 3rd Formal Observation for Minimally Effective and Ineffective Teachers	March 4, 2016
Final (Summative) Evaluation	May 27, 2016

2B: ADMINISTRATOR EVALUATION
The district has a leader evaluation process that includes student growth as a significant factor and uses a tool that was designed or adopted collaboratively.

FCS administrators collaboratively worked to develop the Flint Community Schools' School-Based Administrator (SBA) Professional Growth and Evaluation System to: 1) ensure student achievement and professional growth and development; 2) comply with State legislation; and 3) support the advancement of our District Mission, Vision, and our desired culture.

Flint Community Schools SBA Task Team chose the work of Dr. Robert Marzano's administrative rubric to be used within the new SBA evaluation system. These five domains, which are broken down into 24 elements, are attached to this recommendation (see Appendix E). This model creates an innovative framework for evaluation to support professional development and performance of SBAs. The following overview is from the *Learning Sciences International* website:

The Model
Based on the review of the research literature briefly outlined above, 21 categories of school leader actions and behaviors were identified. These 21 categories were organized into six domains: (1) a data-driven focus to support student achievement, (2) continuous improvement of instruction, (3) a guaranteed and viable curriculum, (4) cooperation and collaboration, and (5) school climate.

    I.   **A Data-Driven Focus on Student Achievement**

1) The school leader ensures clear and measurable goals are established that are focused on critical needs for improving overall student achievement at the school level.

2) The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

3) The school leader ensures data are analyzed, interpreted, and used to regularly monitor the progress toward school goals.

4) The school leader ensures that data are analyzed, interpreted and sued to regularly monitor progress toward achievement goals for individual students.

5) The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

II. Continuous Improvement of Instruction

1) The school leader provides a clear vision as to how instruction should be addressed in the school.

2) The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

3) The school leaders is aware of predominant instructional practices throughout the school.

4) The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

5) The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth plans.

III. A Guaranteed and Viable Curriculum

The actions and behaviors in this domain help ensure that the school curriculum is designed to optimize learning for all students and that all teachers follow the curriculum. Three specific categories of school leader actions and behaviors constitute this domain:

1) The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

2) The school leader ensures that school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

3) The school leader ensures that students are provided with the opportunity to learn the critical content of the curriculum.

IV. Cooperation and Collaboration

1) The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

2) The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

3) The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students..

4) The school leader ensures teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

5) The school leader ensures that students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

V. School Climate

The actions and behaviors in this domain help ensure that all constituents perceive the school as positive and well-

functioning. Six specific categories of school leader actions and behaviors constitute this domain:

1) The school leader is recognized as a leader of who continually improves his/her professional practice.

2) The school leader has the trust of faculty and staff that his or her actions are guided by what is best for all student populations.

3) The school leader ensures that the faculty and staff perceive the school as safe and orderly.

4) The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.

5) The school leaders manages the fiscal, operations and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

6) The school leader acknowledges the success of the whole school, as well as individuals within the school.

Determining the Final Rating

In an effort to satisfy State requirements concerning aggregate student growth and professional responsibilities, SBAs must ultimately receive a rating of **ineffective**, **minimally effective**, **effective**, or **highly effective**. Ratings given to a SBA by a direct supervisor following more than one observation will reflect a score based upon multifaceted and fluid matrices, which will be developed over the course of the next year in conjunction with outside consultation. As of 2015-16, SBA ratings will be based on the Student Aggregate Growth (25%) **in accordance with current legislation**, Effective School Leadership (50%), Professional Responsibilities (12.5%) and Relevant Training Contributions (12.5%).
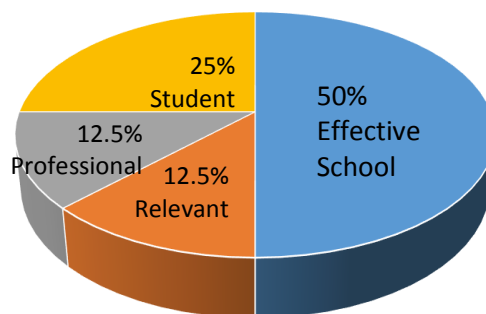
#3 Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple

3A REWARD PROCESS
The district has a process that rewards educators for positively contributing to increased student achievement and implementing instructional program.

The Flint Community Schools has partnered with the Flint Education Foundation to implement the Excellence in Education Educator Recognition program. Through this program educators, parents, students, and community members have the opportunity to nominate educators to receive monthly recognition or to be honored at an annual Excellence in Education Awards celebration.

Monthly Excellence in Education Recognition Criteria and Celebration Details

Nominees should be individuals who are highly effective and talented educators who engage students in the process of learning. Nominees should demonstrate the following characteristics: 1) they have a strong desire to see students achieve their maximum potential and are relentless in helping students succeed, 2) they establish and nurture learning environments centered on close relationships essential to learning and establish trust, 3) they promote an innovative yet ordered classroom/building structure, balancing freedom with discipline,

inviting creativity and ensuring purposefulness, and 4) they help students feel valued and inspired, help students find and develop their talents and help students engage in learning. They engage students and believe in their success!

Celebrations occur each month via a prize patrol style ambush at school which includes lunch, balloons, a plaque and gift card for the educator. Prize patrol members on consist of members of the Education Foundation, community members/sponsors, parents, colleagues, awardee family members and the Superintendent.

Annual Award Categories and Criteria

Leadership Award: This award will be given to someone who is seen as a leader by peers and colleagues; who acts ethically, models professional norms, and demonstrates leadership in pursuing the core values of high quality education, academic success and the well-being of each student.

Innovation Award: This award will be given to someone who practices and models lifelong learning, who explores, questions and advances new ideas, who uses and encourages creativity in students and others, and who uses technology to promote student learning.

Literacy Award: This award will be given to someone who has a laser-like focus on literacy, implements a balanced literacy approach to instruction and intervention, who integrates literacy across all content areas and fosters a learning environment which promotes students seeing themselves as readers, writers, speakers and listeners.

Putting Students First Award: This award will be given to someone who goes beyond the call of duty to help students, who recognizes students as real people and acts to make sure student well-being comes first, makes students feel special, respected and cared for and about.

Lifetime Achievement Award: This award will be given to someone who has been employed by the Flint Community Schools for 20 years or more and who is seen as the ultimate educator, a role model for all educators, demonstrates a sustained and exemplary commitment to teaching and learning. The BEST of the BEST.

Additional incentives for teachers and administrators include stipend pay for participating in professional learning and extended learning programs for students; and supplemental professional learning opportunities and materials.

3B. Remove leaders/staff that have not increased achievement.
The Superintendent and collective bargaining units are currently collaborating to develop a process for ineffective teachers/leaders to be removed from Priority Schools. The goal is to have a process in place in order to support implementation of Turnaround and Transformation plans during the 2017-2018 school year.

Currently educators who are NOT increasing student achievement or are not implementing the instructional program are provided differentiated professional learning opportunities at the building level via an individualized professional learning plan which is monitored for progress by their supervisor.

#4 Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

4A QUALITIES OF PROFESSIONAL LEARNING PROGRAM
The school's learning program is:

- *reflective of at least one of the big ideas*
- *ongoing – offers repeat opportunities with a common focus*
- *high quality – PL practices are used in the classroom, individualized feedback, supports are provided based upon teacher needs*
- *job-embedded – analyzing student learning to find solutions; grounded in daily practice*

Potter already has in place a time schedule to support weekly collaboration; 90 minutes per teacher. Grade level Professional Learning Communities have been established. It is the plan to leverage these PLCs to provide high quality, job-embedded professional development aligned with the Marzano Instructional Framework, PBIS, and leadership development driven by data. Instructional Learning Cycles will be utilized to analyze student learning, find solutions/problem solve and to ground professional learning in the classroom. The following Instructional Leaders will be responsible for supporting the PLCs as they build capacity to be high functioning catalyst for improved student learning; the Principal, the Academic Engagement Officer, the Community Ed Director, and District the Instructional Specialists. Additionally, collegial walks which began in the 2015-2016 school year in conjunction with District provided support through Learning Sciences International will continue. These will become a determinant of necessary Instructional Specialist and Academic Engagement Officer professional learning supports.

***#5 Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a* transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.**

5A RECRUITMENT AND ASSIGNMENT
Recruiting and assigning teachers to the school based on student needs

For the 2016-2017 school year, Flint Community Schools is experiencing stabilization in student enrollment following a trend over several years of decline. In response, the district is collaborating with MSU, U of M – Flint and other partners to develop recruitment efforts which support the hiring of educational staff that possess expertise and skills sets appropriate to rapid turnaround and aligned with the goals of the District Improvement Plan. Performance and perception data regarding the students at Potter Elementary demonstrates that students are not proficient in reading across content areas or in mathematics, and that students receive a high number of referrals and experience a high amount of absenteeism. FCS is dedicated to assigning staff to Potter Elementary that are able to help students improve in these areas while adhering to current legislation and contractual obligations. It is for this reason that FCS works collaboratively with the Potter principal and bargaining units to provide best fit assignments

5B RETENTION
Strategies for retaining teachers at this school

Implement financial incentives or career growth or flexible work conditions.
Priority School staff who participate in professional development beyond the scope of their contract will receive extra duty pay. A plan to provide additional incentives and increased opportunities will be developed collaboratively with the principal, staff, district and UTF during the planning year. Suggestions from teachers for possible incentives include professional conference attendance, flexibility in schedule and participation in health, wellness programming.

Currently, the district provides staff with instructional leadership development opportunities through participation in the MSU Fellowship of Instructional Leaders professional learning series provided by the MSU Office of K-12 Outreach, Learning Sciences International Leader and Teacher Coaches, and onsite MSU

Administrator Coaches.

#6. Use data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state academic standards.

6A PROCESS FOR SELECTING INSTRUCTIONAL PROGRAM
The school selected an instructional program through a diagnostic process using multiple data sources, which links the instructional program to data disaggregated by subject, grade, and subgroups; identifies and prioritizes underlying causes of low performance; and describes a three-year sequence for improving instruction in all content areas related to priority school designation.

Potter staff completed a comprehensive needs assessment. Four types of data were reviewed: Student Achievement Data (MSTEP, NWEA), Program Process Data, Perception Data, and Demographic Data. The data was analyzed to identify trends. Grade Level teams analyzed assessment data from a variety of sources over the course of the year to determine gaps in achievement. Content Committees responded to items on Ed Yes to provide feedback on the indicators. The Parent Facilitator along with members of the Parent Advisory Council completed items pertaining to them. Parents, staff, and students provided perception data through surveys. Through the process of completing he School Data Profile/Analysis, our staff reviewed the demographic data pertaining to our students to help identify gaps between subgroups. Parents were informed of this process through the monthly Parent Meetings and invited to attend.

Data

Demographic (3 Year Trend)

- Enrollment surged in 2013-2014 due to the closure of another FCS elementary. It declined 50 students in 2014-2015 and 36 students in 2015-2016. Current enrollment is 411 students. A similar trend was experienced with students with disabilities (12%) and English Language Learners (8%).
- The ethnicity breakdown at Potter has remained relatively stable over the past 3 years with approximately 33% White, 52 African American, 9% Hispanic, and 6% students of two or more ethnicities.
- Economically disadvantaged students (SES) have accounted for 88%-95% of the student population over the past three years.
- Attendance rate has ranged from 89.7%-91.2%; chronic absenteeism ranged from 49% to 56% and the trend represents an increase
- Gender has shown no significant fluctuation ranging from 51%-55% male students and from 45%-48% female students
- Potter averaged 76 students identified as mobile over the 3 years and the trend was an increase from year to year
- In 2015-2016 Potter had 81 out of school suspensions and this does not reflect a significant change over three years.

Demographic focus-Focus on those students with chronic absenteeism and meet the needs of the economically disadvantaged population.

Achievement Data Trend Analysis

English Language Arts: Less than 10% of students in grades 3-5 are meeting the level of proficiency expected by the State of Michigan. 20% of the students in grade 6 are proficient in meeting proficiency levels. Significant gaps in grades 3-6 are evident from the data. Kindergarten - The students mean RIT score on the spring 2016 NWEA MAP assessment was 149.7. The Norm Grade Level Mean was 158.1. This leaves an 8.4-point gap among all students and the Norm Grade Level Mean. First grade - The students mean RIT score on the spring 2016 NWEA MAP assessment was 159.8. The Norm Grade Level Mean was 177.5. This leaves a 17.7- point gap among all students and the Norm Grade Level Mean. Second grade - The students mean RIT score on the spring 2016 NWEA MAP assessment was 169.3. The Norm Grade Level Mean was 188.7. This leaves an 19.4 point gap among all students and the Norm Grade Level Mean.

Mathematics: Less than 10% of students in grades 4-6 are meeting the level of proficiency expected by the State of Michigan. A slightly higher percentage of students, 13%, in grade 3 are meeting the State of Michigan level of proficiency. Kindergarten - The students mean RIT score was 149.5 on the spring 2016 NWEA Map assessment leaving a 1.3-point gap among all students in the Flint Norm Grade Level Mean RIT of 150.8. First grade-The students mean RIT score for math on the spring 2016 NWEA MAP assessment was 160.8. The Flint Norm Grade Level Mean was 168. This leaves a 7.2-point gap among all students and the Flint Norm Grade Level Mean. Second grade-The students mean RIT score for math on the spring 2016 NWEA MAP assessment was 171.9. The Flint Norm Grade Level Mean was 178. This leaves a 6.1-point gap among all students and the Norm Grade Level Mean.

Subgroup focus-Due to the high number of students performing below proficiency overall, there are no identifiable discrepancies among
subgroups. *See section 6B for instructional program.

Perception Data
Facilities -
95% of students and parents and 75% of staff felt the building was not regularly kept clean.
50% of teachers feel the building is safe.
30% of students and parents feel the building is safe and 58% feel the building is sometimes safe.

Behavior-
97% of students and parents felt that students do not always show respect for teachers.
70% of students and parents feel teachers show them respect.
82% of teachers believe that teachers show students respect.

Instruction
68% of students and parents felt that teachers help students learn.
55% of teachers believe they have the tools necessary to do their job.
62% of teachers believe that students are challenged to do their best.

Administration
90% of students and parents stated the principal knew their name.
53% of teachers believe the administrator provide useful feedback on their teaching.
57% of teachers believe that administrators and staff communicate effectively.

Perceptions focus- Focus on building climate and culture to strengthen student and teacher relationships.
Process Data
In reviewing the results of the School Systems Review Potter staff identified the following strengths:

- A collaborative culture exists in which instructional staff supports each other through feedback and coaching to implement new learning and increase student achievement.
- Structures and systems are in place for collaborative planning time.
- Instructional staff collaborates to analyze student data and inform instruction to better meet student needs
- Teams utilize protocols in collaboration time effectively.
- The overall atmosphere of the school is warm and inviting.
- Behavior management systems are in place in most classrooms.
- Generally, students are compliant with classroom expectations.

In reviewing the results of the School Systems Review Potter staff identified the following challenges:

- More opportunities for stakeholders to participate in building wide decisions is necessary to strengthen the school wide system.
- The School Improvement Plan needs to be shared and monitored with all stakeholders to develop an understanding of the school's mission.
- Teachers need to be provided with the necessary resources to teach in all content areas.
- Teachers need to take more collective responsibility for contributing to a professional learning culture.
- There is a low level of student engagement in rigorous learning tasks.
- The implementation and monitoring of a consistent building wide behavior management system is necessary.

Proposed actions to address these challenges:

Use of Learning Targets -
- All teachers will assist in breaking down the State standards to determine learning targets.
- The learning targets will be communicated to students in all content areas.
- Progress toward the target will be monitored with formative assessments.

The number of strategies included in the plan will be reduced to narrow the focus to ELA, Literacy and PBIS so that implementation and monitoring of the strategies can occur with fidelity. Professional development and teacher collaboration will also be narrowed to address the strategies.

Program/Process focus- Updated building wide processes and procedures are developed, implemented, and monitored.

Climate and Culture will be a main priority by implementing a building wide behavior management system. Strengthening the quality of rigor of Tier I instruction will increase student achievement.

Providing intervention for students performing far below grade level will ensure that the needs of all students are met.

6B QUALITIES OF INSTRUCTIONAL PROGRAM
The school's research- based instructional program reflects big ideas, includes specific teaching and learning strategies aligned from grade to grade, and a building-wide implementation plan which identifies timelines, resources, and responsible staff.

Gap analysis of data revealed the following factors which have contributed to most students not being proficient in ELA and math:

- the use of curriculum to guide instruction instead of identifying standards and learning targets that provide all students with opportunities for success
- the lack of differentiated instruction needed to scaffold student learning

The data indicates the need for strong instructional programming as follows:

Continued implementation of the **Marzano's Instructional Framework** with a 2016-2017 focus on **Learning Targets**

Launch Explore Summarize Reflect Teaching Model (Piaget, *Jaworski*) will be utilized as the model for instruction across all content to increase student-centered learning, student engagement, student self-assessment and student accountability.

Implementation of the following to address Potter's Student Achievement Goals in Literacy and Math:
- MTSS/Differentiated Instruction (Tomlinson) and PBIS
- Lesson Studies to improve:
    - Readers' and Writers' Workshop
    - Guided Reading and Strategy Groups
    - Guided Math and Math Workshop
- Breakfast Literacy Club
- Book of the Month to strengthen Read Aloud instruction
- Word Study through Analogies
- Number Talks
- Student goal setting

Transformation Intervention Model –Evidence Based Strategies

Focus Area (BIG IDEAS)	Evidence Based Strategy	Transformation Model Requirements
Student Achievement Literacy – ELA Foundational Skills Focus	• Community Education Programs • Alignment of learning goals with State claims and targets • Use of Marzano Instructional Framework strategies- Learning Targets and Conditions for Learning (LSI) • Student goal setting and self – monitoring • Mindfulness • Implement MTSS/Differentiated Instruction, PBIS • Leverage Professional Learning Communities to provide job-embedded professional learning to improve instructional practices and use data to inform instruction and intervention • Use Lesson Studies to improve instructional practice-Readers' Workshop, Guided Reading and Strategy Groups • Breakfast Literacy Club • Book of the Month – strengthen Read Aloud instruction • Word Study Through Analogies	• Provide ongoing mechanisms for family and community engagement • Research Based Instructional Program • Promote continuous use of student data to inform instruction and meet individual student needs • Provide ongoing job embedded professional development • Increased learning time which allows for teachers to collaborate, plan and engage in professional development

Student Achievement Math Focus	• **Community Education Programs** • **Alignment of learning goals with State claims and targets** • **Use of Marzano Instructional Framework strategies- Learning Targets and Conditions for Learning (LSI)** • **Student goal setting and self – monitoring** • **Mindfulness** • **Implement MTSS/Differentiated Instruction, PBIS** • **Leverage Professional Learning Communities to provide job-embedded professional learning to improve instructional practices and use data to inform instruction and intervention** • **Use Lesson Studies to improve instructional practice - Math Workshop, Guided Math and Strategy Groups** • **Use Number Talks to improve student performance in Mathematical Practices**	• **Provide ongoing mechanisms for family and community engagement** • **Research Based Instructional Program** • **Promote continuous use of student data to inform instruction and meet individual student needs** • **Provide ongoing job embedded professional development** • **Increased learning time which allows for teachers to collaborate, plan and engage in professional development**
Culture and Climate	• Implement Mindfulness Practices for students and staff • Implement MTSS/Differentiated Instruction, PBIS to foster student leadership • Student goal setting and self – monitoring • Book of the Month -Character Education • 4 Disciplines of Execution to develop staff and student leadership capacity (goal setting, implementation and monitoring) **Shared Decision-Making:** • Develop an Instructional Leadership Team • Student perception surveys and student forums to access student voice • Leverage Community Ed for parent, family and community decision making input	• **Provide ongoing mechanisms for family and community engagement** • **Research Based Instructional Program** • **Promote continuous use of student data to inform instruction and meet individual student needs** • **Provide ongoing job embedded professional development** **Increased learning time which allows for teachers to collaborate, plan and engage in professional development**

Reform/Redesign Plan – Implementation Plan

BIG IDEA or Focus	Lead Measures: Programs, practices and initiatives aligned with this BIG IDEA or Focus	How do we operationalize these practices at the classroom level?	Who is responsible for implementation?	Measures: How will we know that this implementation has been successful?	Implementation Timeline
1. **Student Achievement Literacy – ELA Foundational Skills Focus** **Goal = Improve student foundational reading skills through vocabulary, word structure and word recognition instruction/intervention.**	**Oral Language Small Group Instruction**	Professional Learning for K-3 Teachers using "Let's Talk About It" Oral Language (Mondo Professional Learning Group, District Instructional Specialist and K-3 Teachers trained by Mondo) Strategy/Resource Pre-assess all K-3 students using Oral Language Assessment K-3 Teachers will include Oral Language Small Group Instruction in Guided Reading daily appropriate to student assessment score	District provided initial professional learning sessions with Mondo in 2 cycles using the gradual release model. District Instructional Specialists, Principals and teachers trained at Mondo PD are responsible for building K-3 capacity. K-3 teachers, Mondo Consultant, Administrators, District Support personnel All K-3 teachers, LSS Teachers	Oral Language Post Assessment scores will be at grade level targets. Students will reach their NWEA projected growth targets. Student reading comprehension will be at grade level as measured by MSTEP.	**October 13, 2016** Mondo Training Oral Language – Leadership **November 9, 2016** Mondo Site Visit – Oral Language Strategy Review and K-3 student pre-assessment implementation **November 10, 2016** Teachers begin Oral Language Small Group Instruction during Guided Reading Groups AND Principal begins monitoring lesson plans for Oral Language Strategy implementation **November 16, 2016** Mondo Training Small Group Instruction – Leadership **November 22, 2016** 1-3 Small Group Instruction – Guided Reading PD during PLC with DIS and teacher leaders **November 28, 2016 – May 26, 2017** Principal and AEO with assistance from district support personnel will conduct Oral Language Small Group observations to monitor

					for implementation **(Monthly)**
		K-3 teachers will assess all students receiving Oral Instruction using the Oral Language Assessment in January, 2017 and May, 2017	K-3 teachers, Administrators, District Support personnel		
	Differentiated Small Group Tier 1 Instruction/Intervention aligned with vocabulary, word structure and word recognition targets specific to grade level	Words Their Way Training	All instructional staff; administration, district support personnel; GISD Consultant	Students will reach their NWEA projected growth targets. Student reading comprehension will be at grade level as measured by MSTEP.	**November, 2016** Purchase Words Their Way Books and resources **December, 2016 – January. 2017** Words Their Way Professional Learning during PLCs led by district support personnel Words Their Way Professional Learning session led by GISD Consultant
		Word Work instructional strategies will be used during Reading Block in ELA instruction	All K-6 classroom teachers; LSS self – contained teachers		**December 13, 2016** Mondo Site Visit #2 Guided Reading
		Word Work Instructional strategies will be used during Guided Reading Groups in ELA instruction	All K-6 classroom teachers; LSS self – contained teachers		**January 30, 2017 – June 1, 2017** Implementation of Words Their Way Word Work Strategies
		Word Work Instructional Strategies focusing on vocabulary will be used across	K-8 teachers		**February 13, 2017 – May 26, 2017** Principal and AEO with assistance from district support personnel will conduct Word Work instructional observations to monitor for implementation **(Monthly)**

		instruction of all content Following MTSS block schedule, students are pulled from class to participate in intervention with highly qualified teacher.			**September, 2016 – June, 2017** Ongoing
	Tier 2 Intervention including Guided Reading, Strategy Groups, LLI and ACRI	7th grade students participate in an additional reading elective daily consisting of Guided Reading groups and strategies.	Intervention Teachers Middle School Teachers	Students who complete one cycle of intervention could be released based upon QRI score. Students will reach their NWEA projected growth targets. Student reading comprehension will be at grade level as measured by MSTEP.	
2. **Student Achievement Math Focus** **Goal=Improve students computation skills**	**Cognitive Engagement Strategies (LSI)**	Teachers will implement a math strategy time daily to focus on their grade level math computation goal determined by	All teachers	Students will reach their NWEA projected growth targets. Student computation will be at grade level as measured by MSTEP.	**November, 2016 – June, 2017** Ongoing during daily math strategy time

		NWEA data. During this time they will use Cognitive Engagement Strategies.			
3. Culture and Climate Goal=Potter Elementary will improve the culture and climate of Potter through the implementation of a building wide PBIS system to promote student self-care and student leadership.	Implement a building wide PBIS system as well as the following self-care strategies. • Mindfulness • Mind Up • Explore	Teachers will implement the building wide PBIS system. Teachers will follow the proposed calendar for teaching specific behavior lessons for each location in the building. Identified students will receive MindUp intervention time during breakfast.	All Potter instructional staff, safety advocate and Community Education Staff.	Students will use Mindfulness and MindUp strategies to problem solve conflict and for self-care. Fewer behavior incidents and behavior referrals will be sent to the office. The number of Out of School Suspensions will be reduced.	**September 22, 2016** PBIS Team Training and Planning at GISD **October 19, 2016** PBIS Team Training and Planning at GISD **November 7, 2016** Intervention staff trained on MindUp **November 8, 2016** All teaching staff will be trained on Mindfulness and Yoga ed. **November 17, 2016** PBIS Team Training at GISD **March 16, 2017** PBIS Team Training at GISD **May 17, 2017** PBIS Team Training at GISD

Monitoring of implementation will occur as follows:

- Administrator walks

- LSI/MSU coordinated leader walk throughs (monthly)

- LSI coordinated teacher coach walk throughs with Instructional Specialist(s) and Academic Engagement Officer (monthly)

- Monitoring of lesson plans (weekly)

- Weekly PLC agendas and minutes

- Data dialogues during PLCs including implementation of Instructional Learning Cycles

 # 7 Promote continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet individual student needs.

7A USE OF INDIVIDUAL STUDENT DATA
The school's plan outlines expectations for regular and on-going, building-wide use of data to differentiate instruction to meet individual needs and to monitor the implementation of the instructional program.

Potter Elementary will continuously use data in the following manner:

- Professional Learning Communities (PLCs) are **expected** to utilize Instructional Learning Cycles including data dialogue protocol **(Lipton and Wellman)** as a standard structure **every marking period.** Student achievement and adult implementation of instructional programming data will be analyzed and used to inform instructional decisions.
- PLCs **will be required to** make the analysis of student work a standard **weekly** agenda item
- The district will adopt "Illuminate" as its data warehousing system for more effective data collection.
- Through job-embedded professional development, professional learning communities, and implementation of the instructional learning cycle including data dialogue protocol (Lipton and Wellman), staff analyze data to inform and differentiate instruction, as well as determine and plan intervention to meet student needs.
- Utilizing Title I funding, Potter Elementary has hired an Academic Engagement Officer who will be able to provide dedicated support to improving the capacity for staff to use data to improve instructional practices and increase student learning.
- All teachers will administer and analyze NWEA MAP assessment in October, February, and April.

#8 Provide increased learning time:
a.) That is increased learning time for all students in the core areas.
b.) That includes instruction in other subjects and enrichment activities that contribute to a well- rounded education
c.) That allows for teachers to collaborate, plan and engage in professional development

During the planning year of the Transformation Intervention Model 2016-17, an increase in learning time will be achieved through providing after-school Community Education programming and possible transition weeks during the summer.

During Year Two of the Transformation Plan, 2017-18, Potter will implement a balanced year-round calendar. Under the balanced calendar schedule the large summer hiatus is reduced significantly and the instructional days are balanced throughout the calendar year. This provides for shorter breaks spread out at regular intervals throughout the school year. These short breaks, called intercessions, will be utilized to increase learning time. During intercessions, typically two weeks in length, students will be offered academic interventions, mentoring, Community Education program activities including real world experiences, community service activities, and ESL services. Depending on the balanced calendar schedule developed, students will have the opportunity to participate in an additional six weeks, 180 hours, of learning.
Potter already has in place a time schedule to support weekly collaboration; 90 minutes per teacher. Grade level Professional Learning Communities have been established. It is the plan to leverage these PLCs to provide high quality, job-embedded professional development aligned with the Marzano Instructional Framework, PBIS, and leadership development driven by data.

#9 Provide ongoing mechanisms for family and community *engagement*.
The school has outlined multiple strategies to engage families in reform efforts

Potter Elementary has implemented Community Education programming through a partnership with the CRIM Foundation which provides extended learning, sports, real life, and enrichment experiences for students as well as supports family nights, family learning events and assistance in developing additional community partnerships. Family and community engagement programming at Potter is supported by Community Education programming and staff, as well as a Title I funded Family Engagement Facilitator who facilitates monthly parent meetings and family events.

Monthly Parent Advisory Committee meetings are held at both the building and district levels. These meetings include parent learning and enrichment opportunities such as healthful living, mindfulness, and assistance with homework help. PAC meetings are used to provide parents with the opportunity to share in decision-making.

Families are communicated with through the district website, school website and school newsletter.

Onsite Department of Human Services representatives assist parents and students with needed resources.

Additional partnerships include Michigan State University Office of K-12 Outreach and Cranbrook.

#10 The district is providing the school with operational flexibility for issues such as staffing, calendars, time and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

The Superintendent or his representative, and collective bargaining units will collaborate to create an MOU to provide operation flexibility for staffing calendars, time, and budgeting to enable Potter Elementary to implement a reform/redesign plan using the Transformation Intervention Model to substantially increase student achievement for the 2017-2018 school year. Flint Community Schools provides the following supports for this effort: Title I Budget decision flexibility; technical assistance from Central Office-Priority Schools Facilitator; Administrator Coaches from MSU and Learning Sciences International, monthly Principal meeting/professional learning sessions; participation in Title I 20% Set Aside for Priority Schools funding; and comprehensive job embedded professional learning support for building staff from District Instructional Specialists.

#11 The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Flint Community Schools provides the following supports for this effort: Title I Budget decision flexibility; technical assistance from Central Office-Priority Schools Facilitator **(liaison)**; Administrator Coaches from MSU and Learning Sciences International, monthly Principal meeting/professional learning sessions; participation in Title I 20% Set Aside for Priority Schools funding; and comprehensive job embedded professional learning support for building staff from District Instructional Specialists.

The district has an ongoing relationship with the Genesee Intermediate School District and its designated School Improvement Facilitator and Intervention Specialist provided to assist Flint Community Schools priority schools which receive the Regional Assistance Grant to provide targeted assistance for FCS priority schools' reform/redesign plan implementation and to participate in state offered relevant training. In addition, leveraging an existing partnership with MSU K-12 Outreach, Potter will receive an administrator coach and

tiered professional learning targeted and building the capacity of Potter's Instructional Leadership team through participation in MSU Fellowship of Instructional Leaders. Lastly, Potter will receive assistance from Learning Sciences International Leader and Teacher Coaches to build teacher capacity to implement and administrator capacity to monitor the implementation of the instructional program. These resources are targeted at successful implementation of Potter's reform/redesign plan aligned with foci identified in the FCS District Improvement Plan.

Section 3: Current proficiency for all core content areas and grades are listed below with the annual goals and the anticipated proficiency gain.

Annual Proficiency Targets (Based upon 2016-2016 State Standardized Assessment Results)											
English Language Arts											
3rd			4th			5th			6th		
2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value
4.8	**14.8**	**10**	**5.4**	**15.4**	**10**	**14**	**23**	**9**	**8.3**	**17.9**	**9.6**
7th			8th			11th					
2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value			
13.1	**22.1**	**9**	**NA**	**22.1**	**NA**						
Math											
3rd			4th			5th			6th		
2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value
10.3	**19.7**	**9.4**	**10.8**	**20.1**	**9.3**	**2.4**	**12.7**	**10.3**	**0**	**11**	**11**
7th			8th			11th					
2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value			
11.7	**20.9**	**9.2**	**NA**	**20.9**	**NA**						
Science											
4th			7th			11th					
2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value			
2.7	**13.**	**10.3**	**1.7**	**15.1**	**10.4**						
Social Studies											
5th			8th			11th					
2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value			
0	**11**	**11**	**NA**	**11**	**NA**						

Section 4: The redesign plan was written with input from the local teacher bargaining unit and the local superintendent; and is signed by the School Board President or President of the Board of Directors.

_____
Signature of School Board President or President of Board of Directors   Date

Harold Woodson
_____
Printed Name of School Board President or President of Board of Directors   Date

☐ An addendum is necessary for the implementation of the selected intervention model.
Attach an executed addendum for each applicable collective bargaining agreement.

☒ An addendum is not necessary for the implementation of the selected intervention model.